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**HUMAN RESOURCE MANAGEMENT PRACTICES AND
ORGANIZATIONAL CITIZENSHIP BEHAVIOR FOR ENVIRONMENT**

LUBNA NIYOMDECHA



UUM
Universiti Utara Malaysia

Thesis Submitted To
School of Business Management,
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In Partial Fulfillment of the Requirement for the Master of Human Resource
Management

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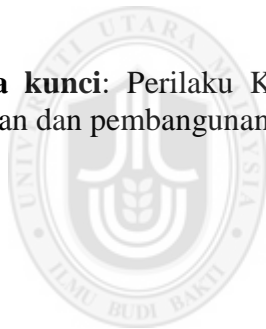
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ABSTRAK

Kajian ini untuk dilakukan melihat mengkaji pengaruh tiga (3) dimensi amalan pengurusan sumber manusia iaitu latihan dan pembangunan, penilaian prestasi dan pampasan serta faedah kepada perilaku kewarganegaraan persekitaran organisasi (OCBE) di kalangan pegawai pentadbiran di Universiti Prince of Songkla (PSU), kampus Hatyai, Thailand. Tujuan penyelidikan untuk melihat hubungan antara amalan pengurusan sumber manusia dengan OCBE (latihan dan pembangunan, penilaian prestasi, pampasan dan faedah). Sejumlah 231 kakitangan pentadbiran telah mengambil bahagian dalam kajian ini. Analisis regresi dilakukan untuk menguji hipotesis penyelidikan. Hasil daripada penemuan ini mendedahkan bahawa kedua-dua dimensi amalan pengurusan sumber manusia iaitu penilaian prestasi dan pampasan dan faedah tidak mempunyai hubungan yang signifikan dengan perilaku kewarganegaraan organisasi untuk alam sekitar (OCBE). Walau bagaimanapun, latihan dan pembangunan didapati mempunyai hubungan positif dengan perilaku kewarganegaraan kewarganegaraan awam (OCBE). Kajian ini menyediakan implikasi teoritis dan praktikal.

Kata kunci: Perilaku Kewarganegaraan Organisasi untuk Alam Sekitar (OCBE), latihan dan pembangunan, penilaian prestasi, pampasan dan faedah



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ABSTRACT

This study examines the influence of three (3) dimensions of human resource management practices which are training and development, performance appraisal and compensation and benefit on organizational citizenship behavior for environment (OCBE) among administrative staffs at Prince of Songkla University (PSU), Hatyai campus, Thailand. The study to examine the relationship between human resource management practices of training and development, performance appraisal, compensation and benefit and organizational citizenship behavior for environment (OCBE). A total of 231 administrative staffs participated in this study. Regression analysis was performed to test the research hypotheses. The results of this findings revealed that the two dimensions of human resource management practices which are performance appraisal and compensation and benefit did not have a significant relationship with organizational citizenship behavior for environment (OCBE). However, training and development was found to have positive significant relationship with organizational citizenship behavior for environment (OCBE). This study provided theoretical and practical implications.

Keywords: Organizational Citizenship Behavior for Environment (OCBE), training and development, performance appraisal, compensation and benefit



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LIST OF ABBREVIATIONS

CB	Compensation and Benefit
OCBE	Organizational Citizenship Behavior for Environment
PA	Performance Appraisal
PSU	Prince of Songkla University
TD	Training and Development



CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Global warming is the factor used to explain a steadily increase in the changing temperature of the Earth's atmosphere and its oceans, and people believed that this change is to be permanently changing the earth's climate (Global warming, 2018). Global warming problem increases rapidly during the last century and become a serious environmental issue worldwide (Battles, Robards, Das, & Waring, 2006; Kaur & Kaur, 2016) because the earth's temperature has risen between 0.4 and 0.8 °C over the past 100 years and the increase of carbon dioxide and other greenhouse gases released by the burning of fossil fuels, land clearing, agriculture, and other human activities, are believed to be the primary sources of the global warming that has occurred over the past 50 years (Bradshaw, Giam, & Sodhi, 2010).

For the global severe warming issues around the world, Thailand is one of the countries in the world affected by global warming (Felkner & Townsend, 2008). Thailand's Department of Meteorology informed that Thailand was ^{sixth} countries of the highest temperature in the world (Bradshaw et al., 2010). Thus, Thai state will need to be proactive in responding to the environmental dangers and government must first meet the challenges of determining the best way to respond and solve the problems (Battles, Robards, Das, & Waring, 2006; Brown, Dayal, & Rumbaitis, 2012).

The Ministry of Natural Resources and Environment have propelled Thailand Climate Change Master Plan 2012-2050 (Boonshu, 2015). This arrangement is a structure of coordinated strategies and activity designs identifying with environmental change by supporting environmental change planning activities so that it is in accordance with Thailand's economic and socio- cultural settings along with economic adequacy rationality (Native & Survey, 1996). The objective of this master plan is to solve the climate change of nation' problem by integrating to climate change, deducting the emission of greenhouse gas in every sector ether public or private sector and also motivating both sectors can launch proper and effective operational plans for climate change (Pipitsombat, 2012). In the meantime, Thailand Climate Change Master Plan 2012-2050 wanted to promote the sustainable development in Thailand to be along with international endeavor in solving the climate change problem and lead Thailand to the sustainable low-carbon society (Pipitsombat, 2012).

From Thailand Climate Change Master Plan 2012-2050, the Ministry of Industry in Thailand following master plan's strategies and objectives by creating a project of the green organization is intended to be the parameter for the green industry. Green industry can define as the organization which obligates to lead the business with an environmentally friendly and responsible way of responsible for accomplishing sustainable growth with the on-going process of developing and improving their production process and environmental management system. Further, criteria for a green factory will drop into three (3) elements such as factory, environment, and community. Thus, any organizations which desire to grow sustainably need to think carefully about the action that can affect the environments and communities (Boonshu, 2015).

According to green, sustainable business venture in Thailand, The Ministry of Industry has been initiating a push toward green assembling by urging connected with segments to cooperate in the improvement of the green industry via incorporating environmental activities inside the ministry. Currently, there are 22,894 factories certified for a green industry which divided into five level (Developing Thai Industry , 2018) as following;

Table 1

The number of green industry in Thailand

Level	Level Name	Condition of level	Number of organization
Level one	Green commitment	Having an environmental policy in the organization	14,693
Level two	Green activity	Having an environmental policy, creating an environmental plan, and adapting it to the organization	4,692
Level three	Green systems	Having an environmental policy, creating an environmental plan, adapting plan in the organization, and integrating PDCA (plan, do, check, act) for evaluating the environmental policy	3,371
Level four	Green culture	Having environmental culture	147
Level five	Green network	Having green supply chain	31

Source: Developing Thai Industry (2018)

However, some industries that are involved in green industry project only want the certificate from the government to improve the organization's image, but they do not focus on environmental management and employees lack of awareness towards environment issue (Bussakorn, 2014). In order to integrate environmental plan or to create an environmental culture in organization are very difficult for organization because the organization is lack of employees who are knowledgeable about environmental management and lack of voluntary behavior worker (Bussakorn, 2014). In turn, most of the organizations are using corporate social responsibility (CSR) for sustainable development to change employees behavior and attitude toward the environment because CSR can create a green behavior as organizational citizenship behavior for the environment (OCBE) (Dobson, 2007).

On the other hand, employees positive attitudes toward the OCBE frequently fail to translate into actual practices (Battisti & Perry, 2011) because there are many factors to enhance employee awareness and improve voluntary behaviors toward the environment (OCBE) as such supervisor support, environmental concern, and organizational commitment (Daily, Bishop, & Govindarajulu, 2009; Ramus & Killmer, 2007). However, there are few studies regarding human resource management practices into antecedent OCBE in the organization (Luu, 2016). The objective of this study is to investigate the influence of human resource management practices of training and development, performance appraisal, and compensation and benefit to OCBE in the employee perspective at Prince of Songkla University, Hatyai campus, Thailand.

1.1 Statement of Problem

The organization faces many challenges regarding environment endeavors (Daily et al., 2009) as the increment of pressure from society to improve environmental performance. For example, according to Lober (1996), environmental performance can be appraised by a set of criteria such as decreasing environmental issue cases, prevention of pollution, decreasing waste obstacles, and reprocessing movement. The social pressure regarding environmental performance can lead to the large and small organizations to increase their encounter with the environmental issues. Thailand has face increased climate change due to rising temperatures, increasing sea levels and rising rainfall (Thailand Meteorological department, 2017). The environmental issues are mainly caused by the human and industrial activities (Industrial, 2017) that cause the organizations to create the best way to solve environmental problems into company's decision-making procedures (Battisti & Perry, 2011; Fassin, Rossem, & Buelens, 2011).

Thus, small and medium scale industrialists have selected to observe their environmental impact through the decisions regarding creation design, process design and operational measures to show their efforts toward environmental initiative as a part of OCBE. Other manufacturers have apparent to build on these competencies and implement a formal program such as the ISO14001 standard system to concerns environmental address (Marie-Jose & é Roy, 2013). In contrast, implementing ISO 14001 standard in the organization contains with a higher cost and some firms believe that the benefits to associate this standard are not ideologically “green” and does not provide a complete system to solve possible problem between environmental and

economic dimensions (Perez, Amichai-Hamburger, & Shterental, 2009). Furthermore, the management level lack of the knowledge to understand the real concept of environment program (i.e., ISO 14001) and it has affected the environmental leaders who voluntary to perform the job without stated in job description (Yodpretikarn, 2012) because management's intention tend to stimulate OCBE among employees and supervisor support is considered to be a significant determinant of OCBE (Cherian & Jacob, 2012; Dumont, 2015; Jabbar & Abid, 2014)

However, when employee feel that the intention of the supervisor is fake, it would have an indirect negative influence employee perspective on OCBE (Lülfes & Hahn, 2013). Some organizations have been shown their effort on environment initiative as environmental management through policies, goals, contamination avoidance projects, procedures, and maintainability report but there is the part of unplanned, discretionary, and casual activities in the working environment that generally dismiss by employees (Boiral, 2009; Daily et al., 2009; Ramus and Killmer, 2007). Likewise, the organization did not include employee point of view on human resource management (Boiral, Talbot, and Paillé, 2013) to promote OCBE as a green representation of the organization among partners or individual contribution in the environmental activities taken by the organization (Boiral & Paillé, 2012). In light of the fact that human resource management professionals did not adopt the goals of OCBE to distribute employee value in an organization (Delaney & Huselid, 1996). It is challenging to create OCBE in all organization level by providing training and development (Arulrajah, Opatha, and Nawaratne, 2015) because without an appropriate training and development plan cannot be enhanced OCBE in organization and without legitimate instruction, training and development, emerging focused on

environmental performance of a firm is extremely hard to accomplish. Subsequently, it appears that some organizations did not understand the significance of training and development, and education toward OCBE in their organization setting (Zibarras & Coan, 2015).

The organization setting in terms of performance management, integrating performance appraisal to enhance OCBE among employees has been truly broad (Shen, Netto, & Tang, 2010) because it is very hard in order to state the objective of environmental performance standard or voluntary behavior standard and evaluate OCBE in different units of organization (Renwick, Redman & Maguire, 2008). This is causing to employees' motivation toward environmental concern and it cannot contribute to OCBE among employee (Bangwal & Tiwari, 2015)

In the meantime, Boiral (2009) expressed that compensation and benefit cannot be rewarded to OCBE among employee because this behavior is voluntary and it comes from the employee themselves. OCBE as practices that are not perceived by the formal reward framework and the compensation and rewards systems in an organization could not contribute to environmental management even intrinsic and extrinsic rewards encourage and increase the loyalty of workers to have environmentally friendly behavior (Nayak and Res, 2017).

The organization needs to expand comprehensive view of the overall effect of human resource management practices on OCBE (Pascal Paillé, Chen, Boiral, & Jin, 2014) in order to explore the relationship between human resource management practices

and the scope that employees are possible to engage in OCBE. Currently, there is limited study that examined human resource management practices used to promote OCBE in UK organizations (Zibarras & Coan, 2015) but to my knowledge, OCBE has not researched in the Thailand organization context in relation to human resource management practices.

1.2 Research Questions

Research Questions arise one stated as follows:

- i. Does training and development influence OCBE at Prince of Songkla University, Hatyai campus, Thailand?
- ii. Does performance appraisal influence OCBE at Prince of Songkla University, Hatyai campus, Thailand?
- iii. Does compensation and benefit influence OCBE at Prince of Songkla University, Hatyai campus, Thailand.

1.3 Objective of Study

The objectives of this research are as follows:

- i. To examine the influence of training and development on OCBE.
- ii. To determine the influence of performance appraisal on OCBE.
- iii. To examine the influence of compensation and benefit on OCBE.

1.4 The scope of the study

In this study, three (3) human resource practices which are training and development, performance appraisal, compensation and benefit were examine on OCBE among administrative staffs at Prince of Songkla University, Hatyai campus, Thailand. It is the first university in southern Thailand which comprises of five campuses providing different education program steady with the requirements of communities. Besides, Prince of Songkla University also comprises 39 faculties, colleges and institutes, four hospitals, and more than 40 excellence and research centers, and all committed to academic excellence, strong social responsibility, and active engagement in community services (Introduction, 2018). For this research, the sample was chosen from administrative staffs in PSU. A total sample of 1790 administrative staff at Prince of Songkla University, Hatyai campus, Thailand was chosen randomly. The research significantly addresses the relationship among HRM practices (training and development, performance appraisal, compensation and benefit) and OCBE at Prince of Songkla University, Hatyai campus, Thailand. This study also uses the expectancy theory.

1.5 Significance of the Study

This research may increase organizational citizenship behavior for environment (OCBE) of employees in an organization. It will investigate OCBE at Prince of Songkla University, Hatyai campus, Thailand which look at the linkage of training, and development, performance appraisal, compensation and benefit on OCBE This makes the study to differ from other studies on OCBE by focusing how an organization

can use HRM practices to influence OCBE. Furthermore, this research allows organization to adopt the effective action plan and for realizing human resource management practices play a significant on OCBE. This study will also contribute more and beneficial to academic institutions, prospective researchers since it will add on to the existing knowledge as it may also open up further gaps in literature which may consequently require additional works in the future.

1.6 Definition of key terms

The definitions of each variable used for the purpose of this study are as follows.

1.6.1 Organizational Citizenship Behavior for Environment (OCBE)

OCBE is voluntary employees' behavior in the organization that are not rewarded or obligated directly toward the improvement of an environment (Daily et al., 2009)

1.6.2 Training and development

Training and development is a developmental structure of the knowledge, skill, and required by employees to achieve a task effectively that given by supervisor (Yazdanifard, 2014).

1.6.3 Performance appraisal

Performance appraisal is a procedure of giving an evaluation toward the behavior of the employees in the workplace, or a process of giving the performance result to employees (Ahmad, 2013).

1.6.4 Compensation and benefit

Compensation and benefit is a total reimbursement give to employees. Benefits contribute to enticing, retaining, and motivating an employee. The variety of possible benefits also helps employers tailor their recompense to the kind of employees they need. (Hansen, 2003)

1.7 Organization of Thesis

This thesis encompasses five chapters. The first chapter includes an introduction and the study background which explains the general overview of the entire study. The chapter also includes a statement of the research problem, research questions, objectives of the research, study scope, significance of the study which comprises theoretical and practical significance, definition of key terms and the organization of the research.

Chapter two discussed the related literature on the study variables, by presenting arguments of past studies in the area and providing underpinning theories, research framework, and hypotheses development.

Chapter three will discuss the method of the study. It covers the research design, population and sample, data collection procedure, translation of question and the research instrument are extensively discussed. The section concludes with the the technique use for the data analysis.

Chapter four present the analysis and findings of the study. The Statistical Package for Social Science (SPSS) is used for data screening and other preliminary analysis and evaluation measurement.

Chapter five discusses the findings and conclusion of this study. The chapter also presented the contributions of this study from different perspectives of theoretical and practical implications. Finally, limitations of the study were discussed, and upon those limitations, the study made suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two of this study is the review of related literature. Specifically, the chapter discussed the concept of Organizational Citizenship Behavior for Environment (OCBE) and Human Resources Management practices. Likewise, the argument on the relationship between the variables and dependent of Organizational Citizenship Behavior for Environment (OCBE) and HRM practices. Finally, the formation of the hypothesis is also present.

2.1 Organizational Citizenship Behavior for Environment (OCBE)

Organizational Citizenship Behavior (OCB) is the behavior of individual who is an elastic person, do not take its values with the formal reward and performance to support efficient and effective organizational functions. OCB can be drawn in seven (7) classifications namely ingenuousness, conscientiousness, faithfulness, teambuilding, courtesy, sportsmanship, and civic virtue (Organ, 1988) but Daily, Bishop, and Govindarajulu (2009) created a new type of Organizational Citizenship Behavior base on literature of OCB combine with environmental management and come out with the new concept of Organizational Citizenship Behavior directed toward environment or can be call as pro-environment behavior and define as the employee' effort toward environment that related discretionary perform in an organization which not rewarded or required from organization. In the meantime,

Lamm, Tosti-Kharas, and Williams (2013) stated that OCB and OCBE are overlapped because there is behavior which willing to achieve the job that did not specify in the job description. Therefore, OCBE is related to, but yet dissimilar from OCB because OCBE can be as a voluntary behavior. It is combined individual employees' effort, helping to create the organization and society to have more sustainable abilities. Similarly, OCBE can be defined as employees' voluntary act which the organization cannot pay or obtain directions to the improvement of the environment (Daily et al., 2009). Likewise, OCBE is a behavior of employees' prosocial behavior that engages their colleague in green activities, similar to contribute innovative green ideas to green program in the organization (Luu, 2016) so that gaining many benefits as can lead to the sustainable organization (Ramus & Killmer, 2007).

The elements of OCBE comprising voluntary, proactive environmental behaviors, and individuals performance in the background of organization (Boiral, Talbot, & Paillé, 2013; Sun et al., 2007). Environmental behaviors may embrace the tasks as recycling papers or cans, using proper electronic, and saving energy (Davis, O'Callaghan, & Knox, 2008). Furthermore, Daily, Bishop, and Govindarajulu, (2009) identified that there are four (4) key dimensions of OCBE including environmental concern, organizational commitment, perceived supervisor support for the environmental efforts, and perceived corporate social performance. The first dimension of OCBE as environmental concern is that an individual's personal environmental concern will prove to be the most reliable predictor of his or her propensity to engage in OCBE (Gregersen, 1993). The second dimension of OCBE as organizational commitment is the individuals who are willing to put forth effort on the organization's behalf and accept the organization's goals and values, employees with a strong commitment to

the organization will engage in OCBE more than those with a weak commitment to the organization. While the third dimension of OCBE as perceived supervisor support for the environmental effort is supervisory support toward environmental improvement activities. the last dimension of OCBE as perceived corporate social performance is the principles, policies, processes, and programs of an organization in relation to issues of social responsibility and responsiveness (Wood, 1991)

While, Boiral and Paillé (2012) argued that eco-initiatives, eco-civic engagement, and eco-helping are the main types of OCBE. Eco-initiative was interrelated with pro-environmental initiatives that driven by an employee which include activities of the environment in the organization and ultimately improve the environmental performance of organization eco-civic engagement was contributed environmental initiatives in an organization such as joining an environmental program that organized by company. However, it is shown to be necessary to achieve environmental objective because the benefit of developing an inclusive environmental policy is fostering perspective of ecological issues or creating an environmental committee on a voluntary employee by supporting from organizational initiatives. Likewise, the third type of OCBE identified by Boiral and Paillé (2012) was eco-helping, focusing on mutual support among employees who have a voluntary mind to assist co-workers for getting better integration of environmental concerns in the workplace and helping organization getting better result of environmental performance. For this study, the type of OCBE will be based on Boiral and Paillé (2012) as eco-initiatives, eco-civic engagement, and eco-helping.

Further, many researchers shown that environmental performance and environmental management practices, have significant relationship with OCBE (Boiral, 2009; Boiral et al., 2013; Daily et al., 2009; Marie-Jose & 'e Roy, 2013; Pascal Paillé, Boiral, & Chen, 2013; Pascal Paillé et al., 2014; Perez et al., 2009) due to environmental management and environmental management practices have focused on the role of voluntary and informal individual initiative in the workplace. It can be as official practices that aimed to integrate environmental concern into organization management which including environmental management systems such as ISO 1400, environmental reporting, and environmental technology (Boiral, 2009; Pascal Paillé et al., 2013).

According to Boiral & Paillé, (2012) OCBE is employee judgmental behaviors whereby employee will express their willingness to collaborate with their organization and co-worker by performing behaviors in the company so that giving the benefit to the natural but employees may involve in OCBE in different ways. For example, they might develop, suggest, and share new practices. Especially when employees feel supported by the organization, they will become more committed and willing to engage in OCBE (Paillé & Boiral, 2013).

To perceived supervisor support in the view of environmental sustainability, the scope of employee trusts in their supervisor who are concern about environmental problems and provides essential resources to engage with environmental events in the workplace (Cantor et al. 2015, p. 703 cited by Paillé, Raineri, & Boiral, 2017). This observation seems equally important for OCBE because it can be significantly helping managers

to support employee toward sustainable initiatives which it can know the extent of employees' attitudes regarding OCBE (Chithra, 2017). The organization can be convincing employees support the sustainability policies because some employees will perform OCBE logically but others will perform these behaviors when they feel their organization supports them. Besides, if managers want to reduce organization's resource consumption should make employees feel that the organization is supporting them (Distance, 2015; José, Jabbour, César, & Santos, 2008) and make them feel that they are valued, and their efforts are noticed.

Furthermore, there is a connection between key human resource management and OCBE (Delaney & Huselid, 1996). While considering the noteworthy development of organizational citizenship behavior for environment perspective in the association, human resource management practices ought to end up more inventive and good with environmental objectives. It is pivotal for human resource professionals to watch, understand, and embrace the objectives of ace environmental conduct or OCBE to convey workers' esteem to organizations by having adequate information about environmental execution, human resource professionals can hone vital administration exceptionally well and representatives are relied upon to utilize their abilities in reacting to the changing business conditions (Yong & Yusoff, 2016).

2.2 Concept of Training and Development

Training is a plan and effort system to adjust or improve knowledge, skill, and abilities of an employee throughout the learning process which is crucial requirement to

perform effectively in the organizational role (Carbery & Cristine, 2015; Noe, 2010). It can be called as a systematic attempt to transfer the knowledge or skill from the person who knows or can do to the employee who does not know or cannot do (Pont, 2009). On the other hand, Lim, Werner, and Desimone (2013) reveal that development overlaps with training because development is the activity or ongoing acquisition of skills and knowledge that lead to a long-term career growth of employee for future job responsibilities (Carbery & Cristine, 2015; Stone, 2014).

Training and development is a developmental structure of the knowledge, skills, and abilities required by an employee to achieve a task effectively that given by supervisor (Yazdanifard, 2014). It is an area focusing on changing or improving the knowledge, skills, and attitudes of individuals (Lim, 2013) and concern about organization's activities where desire to get better performance of individuals and groups in the organizational setting plan (Hutchinson & Purcell, 2008; Luna, 2015). However, some studies often called training and development as human resource development (HRD) because this area is improving human to remain competitive in the market. Moreover, it is a procedure transferring the knowledge to an employee, and it can provide them to translate the information and knowledge into practice regarding enhancing organizational effectiveness, productivity, and the quality of management. It should be considered along with education policies and systems which are crucial to the development of human resources (Venish, 2014) and training and development should design and delivery to match with the employees need in order to enhance employee's productive and satisfaction (Yazdanifard, 2014).

According to Salas et al. (2012), to improve employee's productive and satisfaction, organization need to understand that training can support employee because it can remain competitive by continually investing the knowledge in their workers (Aguinis & Kraiger, 2009). In the meanwhile, companies need to invest much more in on-going employee training and development because it can retain a good employee and be successful in enhancing organization performance but training and development activities not only improve organizational performance but also enhance individual and team performance in terms of outcome as such attitude, motivation, and empowerment (Aguinis & Kraiger, 2009).

It can be said that increasing the employee's motivated by organization invested in training and development program can improve organizational citizenship behavior for environment (OBCE) and lead to organizational sustainable development (Yazdanifard, 2014) because the key area to enhance organizational citizenship behavior for environment (OCBE) is to provide an appropriate training and development in order to make employees more concerned about environment management and environmental effect because they can learn the way to react to environmental changes and increase awareness of an organization's efforts toward sustainability (Mandip, 2012; Zibarras & Coan, 2015). This is also in line with Arulrajah, Opatha, and Nawaratne (2015) result which shown that OCBE influenced by training and development whereby making environmental mindfulness among the workforce by giving preparing in that capacity courses and workshops at every hierarchical level is also critical to accomplishing great environmental behavior and giving environmental instruction can bring about a difference in state of employees' mind.

2.3 Concept of Performance Appraisal

Performance appraisal is an overview of measurement in an organization to evaluate individual effectiveness. It is an effective providing system as a vital instrument for strategy implementation which can link to other human resource management practices (recruitment, selection, training, and development, career planning, remuneration and benefit) (Stone, 2014) . Similarly, Ahmad (2013) stated that performance appraisal is the systematic explanation of individual job related to strengths and weaknesses to make a decision about the individual. In another term, performance appraisal is a process of behavior evaluation of the employees in the workplace, or can also be referred as a process of giving feedback to employees' performance (Ahmad, 2013).

Establishing performance appraisal system for evaluating employee performance need to encounter with three objectives which are strategic, organizational, and developmental purpose because it can help the organization achieve its objective by helping to link employee's behavior with the organization's goal, measures each employee's performance to identify where those expectations are not being met (Trikas, Papi, Kyriakidis, & Zachariadis, 2017). Furthermore, it can be said that performance appraisal can reach the strategic purpose only when measurements are indeed linked to the organization's goals and also the feedback of performance are communicated to employees (Noe, Hollenback, Gerhart, & M.Wright, 2014).

Besides, employees will accept the appraisal system if they understand the performance measurement process, agree on the value orientation of the system and

share an agreement with management on the performance standards used, possess self-confidence in the accuracy of performance measurement, and perceive an absence of rater bias (De & Pritchard, 2006). Moreover, the participation of employee, goal setting, and feedback from worker can enhance performance measurement to be accurate and reduce the potential bias from the rater which can be said that employees have a role in administering the process. Thus, when appraisal systems are involved, the rating process is more likely to be valid and produce information that possesses utility and validity (Roberts, 2003)

The most important aspect of performance appraisal is to meet the standards of reliability, validity, and impartiality, and effective performance appraisals to deliver useful feedback to employees and support on-going improvements in the firm's environmental outcomes as pro-environmental behavior (Dumont, 2015) but to apply performance appraisal for evaluating organizational citizenship behavior for environment (OCBE) is a big challenge because organization need to create a performance management system to develop OCBE standard and enhance achievement of OCBE in organization (Steg & Vlek, 2009). Moreover, performance appraisal for evaluating OCBE should focus on the issues of such environmental happenings, environmental everyday jobs, communication of environmental policy, and HR staff need to adjust the performance appraisal rating system to include dimensions for rating people on the following behavioral and technical competencies: teamwork, association, diversity, invention, and environmental stewardship (Ahmad, 2015). Such competencies will reinforce the company's core values. Managers can discuss the performance of the employees and give the needed feedback not only during the scheduled time of appraisal but also all-round the year. This practice will

help the employees enhance their pro-environmental behavior (OCBE) and lead to sustainability (Erdogan, Bauer, & Taylor, 2015)

2.4 Concept of compensation and benefit

Compensation and benefit is a total compensation system as the package of organization quantifiable rewards and employee will receive the rewards from their supervisor (Gomes-Mejia, Balkin, & Cardy, 2012) who use to reward employees from their work performance which include both intrinsic and extrinsic compensation (Society For Human Resource Management, 2017). Usually, the organization will use intrinsic compensation for the psychological testing mindset of employee performance and also, extrinsic compensations including monetary and nonmonetary reward. Monetary compensation using for rewarding employees due to their knowledge and skill and some researchers call it as core compensation. In turn, nonmonetary reward using for employee benefit (Martocchio, 2015). Employee benefits are combining in three (3) categories such as protection program, paid time off, and services. The protection program will offer family benefits, health, and insurance but paid time off will give the employee such events and vacations. Also, services program provides employee assistance programs (EAPs) to help personal employee's problem that may affect to their job performance (Fogleman, Milligan, Maloney, & Knoblauch, 1999; Odunlade, 2012)

According to Stone (2014), compensation and benefit is the most crucial part of human resource management activities (Meija & Welbourne, 1991; Sommerfeld, 2013)

because it can help to reinforce the organizational culture and value to drive organization until achieving its strategic business objective. Rewarding desire result and compensation and benefits policies can enhance employee behavior in the workplace, and it can be a tool for motivating job performance to the highest level and enhancing organizational effectiveness (Raymond, 2014). In the means time, organizations want to be more innovative and sustainable company might need to alter their compensation systems to promote more voluntary behavior that can encourage employees to act as a voluntary worker (Roberts, 2003).

Furthermore, well designing of compensation and benefits system can be utilized concerning promoting an employee to perform in a good sound of organizational citizenship behavior for environment practices because it can achieve a greater environmental performance in the organization (Mandip, 2012). The rewarding employee for voluntary behavior will be an essential part of human resource management implementation because it can reinforce empowerment and ethical decision making of the worker to continually motivating their pro-environmental behavior (OCBE) (Cruces, 2001) and also be motivating the employee to generate eco-initiative (Ahmad, 2015)

2.5 Underpinning theory

In this study, the researcher utilizes theory to understand the connection of theoretical framework and variables of research. The interesting theory in this study is Expectancy theory. Also, theory in the research is to relate the finding of the research with the theory to contribute additional empirical evidence.

2.5.1 Expectancy theory

Expectancy theory by Victor Vroom (1964) is a theory of personal perception on the fundamental notions that people want to be related to the result of behavior and performance outcomes, or it can be said that expectancy theory is a cognitive process of motivation (Quick & Nelson, 2009). According to (Furnham, 2005), this theory confirmed that employee will be motivated by organization when they expect that they can achieve and get something from their job and they will think about what is the right thing to do and have to do to be rewarded by organization and how much the organization will give the reward to them before they perform their job.

Generally, expectancy theory identifies in three (3) categories of believing that people have. Firstly, expectancy is the belief that people can lead to good performance. For example, people will believe that if they give much more effort, they can do the job well. Secondly, instrumentality is people believe that performance is related to reward. For example, if they have a good performance result, they will get more rewards. Lastly, valence is the perceived value of the reward. In addition, expectancy, instrumentality, and valence are essential for motivating because people motivation will increase along with the belief and the effort can be led to good performance or behavior (Nelson & Quick, 2013; Quick & Nelson, 2009).

Expectancy theory is concerned primarily with motivation, and it is also a theory about the link between motivation and performance. Especially, it proposes that high performance, at the individual level, depends on high motivation plus possession of

the necessary skills and abilities and an appropriate role and understanding of that role (Saber, Tabatabaei, & Afrazeh, 2015). It is a short step to specify the HRM practices that encourage high skills and abilities, for example careful selection and high investment in training; high motivation, for example employee involvement and possibly performance-related pay; and an appropriate role structure and role perception, for example job design and extensive communication and feedback (Guest & Guest, 2018)

2.6 Relationship between variables and formatting of hypothesis

In this study, there are three (3) independent variables that are training and development, performance appraisal, and compensation and benefit whereby combining with a dependent variable which is organizational citizenship behavior for the environment (OCBE).

2.6.1 Relationship between training and development and OCBE.

According to O' Donohue and Torugsa (2016) , there is a significant positive relationship between training and development and OCBE because this variable is a practice that concentrates on employees' skill, knowledge, and attitude development to avoid regression of environment management related knowledge, skill and attitude (Ahmad, 2015; Arulrajah, Opatha, & Nawaratne, 2015). Employee training and development program have to integrate and provide social and environmental issues

awareness at all employee level in the organization by providing a proper training and development program (Arulrajah et al., 2015; Mandip, 2012).

Creating environmental awareness among the workforce, an organization can be preparing seminars and workshops at all organization level because there are likewise critical accomplishing great environmental performance (Arulrajah, Opatha, and Nawaratne, 2015) . Environmental behavior can be connected with instruction, preparing and advancement of genius environmental conduct (OCBE) in education because without proper education, training and development, emerging focused on environmental execution of a firm is extremely hard to accomplish. Subsequently, it appears that specific organizations have understood the significance of instruction, preparing and advancement in their organizational setting (Zibarras & Coan, 2015).

In the United Kingdom, the most effective human resource management practices that organizations use to convince employees to increase organizational citizenship behavior for environment is education and training courses which aimed at developing environmental behavior via internal awareness-raising campaign or publicity such as series of lectures, seminars, debates for employee, and poster that employee can learn how to legislate environment changes and become aware of the organization's effort toward sustainability (Zibarras & Coan, 2015) . Besides, there is significant relationship between Organizational Citizenship Behavior for Environment (OCBE) and training and development because the vital area to enhance Organizational Citizenship Behavior for Environment (OCBE) is to provide an suitable training and development in order to make employees more concerned about environment

management and environmental effect because they can learn the way to react to environmental changes and increase awareness of an organization's exertions toward sustainability (Mandip, 2012; Zibarras & Coan, 2015).

H 1: There is a significant relationship between training and development with OCBE.

2.6.2 Relationship between performance appraisal and OCBE.

Performance appraisal is the development which employer intend to enhance professional skills of employee that support to achieve the organizational goals and objectives in a productive way (Obisi, 2011). According to Arulrajah et al. (2015), there is a significant relationship between performance appraisal and OCBE because without performance appraisal, organizations could not guarantee the realistic OCBE in the extended period in that performance appraisal is most significant aspect of performance management to meet the criteria of consistency, validity, and equality (Roberts, 2003). Meanwhile, the adequate performance appraisals deliver useful feedback result to employees and support on-going improvements in the firm's environmental consequences as pro-environmental behavior (Dumont, 2015).

Ahmad (2015) suggest that performance appraisal should pay attention to the issues of such environmental events, environmental household tasks, communication of environmental policy, and HR staff need to change the performance appraisal rating system to include dimensions for rating people on the following behavioral and technical competencies: teamwork, association, diversity, invention, and environmental stewardship. Such competencies can support the company's core

values. Managers have to discuss the performance of the employees and give the desired feedback not only during the scheduled time of appraisal system but have to give throughout the year as much as possible because this practice can help the employees to enhance their OCBE (Erdogan et al., 2015)

H 2: There is a significant relationship between performance appraisal with OCBE.

2.6.3 Relationship between compensation and benefit with OCBE.

Shen et al. (2010) that compensation and benefit is entirely related to OCBE because it can be motivated the employee to create environmental improvement in organization and Ahmad (2015) also declare that incentives and rewards can influence the maximum of OCBE at workplace toward environmental management. Motivating managers and non-managerial employees incorporation of environmental management initiatives, the organization needs to create an excellent compensation and benefit program (Jabbour, Santos, & Nagano, 2010) because rewards and compensation are the fundamental human resource management processes through which employees are satisfied for their performance.

According to Ahmad (2015), compensation and benefit is the most significant effective method which can links together between an individual's interest and the organization's objective. Incentives and rewards can affect employees' attention to have maximum behavior at work and motivate them to employ maximum effort on their responsibility part to achieve organizational goals (Ahmad, 2015). Boiral (2009) stated that OCBE as behaviors that are not recognized by the formal reward system

and that contribute to a more effective environmental management by organizations, but the compensation and rewards systems in an organization could contribute to environmental management. Intrinsic and extrinsic rewards encourage and increase the trustworthiness of workers to be environmentally friendly behavior (Norton, Zacher, Parker, & Ashkanasy, 2017; Ramus & Killmer, 2007).

H 3: There is a significant relationship between compensation and benefit with OCBE.

2.7 Summary of hypothesis

H1: There is a significant relationship between training and development with OCBE.

H2: There is a significant relationship between performance appraisal with OCBE.

H3: There is a significant relationship between compensation and benefit with OCBE.

2.8 Research Framework

A research framework is a design that develops from the empirical study which shows the relationship between organizational citizenship behavior for environment (OCBE) and human resource management practices of training and development, performance appraisal, compensation and benefit.

Independent variables

Dependent variable

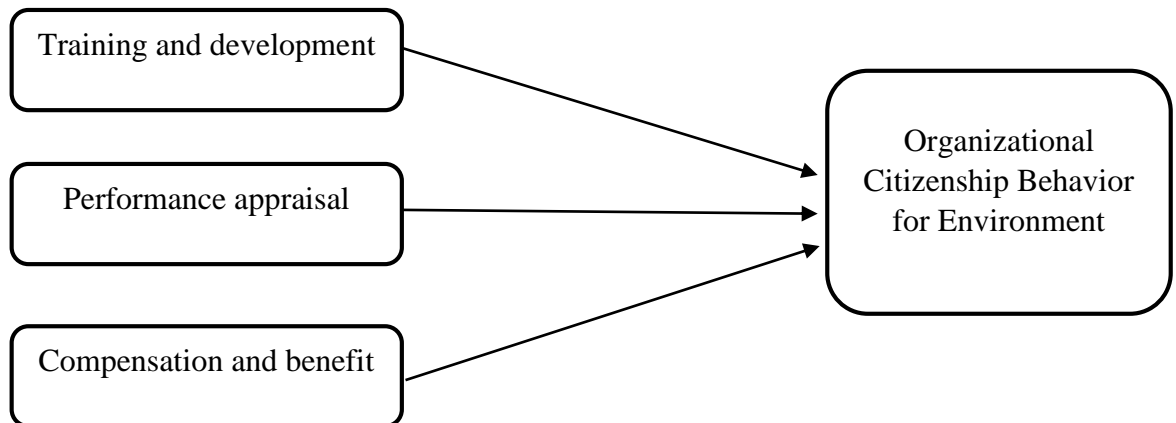


Figure 2. 1 Research Framework

2.9 Summary of the chapter

In conclusion, chapter two discussed reviewed the related literature on the study variables, by presenting arguments of past studies in the area and synthesizing those arguments to be able to position the present study in the body of knowledge, underpinning theories, research framework, and hypotheses development.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter will discuss the method of the study. It covers the research design, population and sample, data collection procedure, translation of question and the research instrument. The section concludes with the technique use for the data analysis.

3.1 Research design

This research is a cross-sectional study which identifies the relationship between human resource practices and Organizational Citizenship Behavior for the environment (OCBE). The researcher uses quantitative methods to test the variable and analyze the outcome.

Quantitative research can be defined as the research method dealing with numbers and measurable in an orderly method for researching the geniuses and their connections. It is done to answer inquiries on connections inside quantifiable factors with a goal to clarify, anticipate and control wonders connections inside measurable factors with an expectation to explain, foresee and control a phenomenon (Perumal, 2014) . A complete set of a questionnaire is used as an instrument for this study because the questionnaires are more objective, relatively fast to collect information from a large

number of a group (Milne, 1994) and using Statistical Packages of Social Sciences (SPSS) in data analyses.

3.2 Population and Sample

A population is defined as the complete group of people, events, and effects that the researcher needs to investigate. The populations in this study are employees at Prince of Songkla University. The total numbers of employees at Prince of Songkla University, Hatyai campus Thailand that obtained from Human Resource Department of PSU are 6960 workers which comprise of 1,333 of lecturer, 1,749 of administrative staff, and 4,139 general worker.

The unit of analysis are the administrative staffs at Prince of Songkla University (PSU), Hatyai campus, Thailand. There are 1,749 among administrative staffs at Hatyai campus. The sample has been chosen by using Simple Random Sampling (SRS) whereby collecting the questionnaire among administrative staffs at Prince of Songkla University, Hatyai campus, Thailand by using Krejcie and Morgan's table (1970) to determine the sample size. This technical parameter provides actual sample size based on certain population size. Since the population size is 1,749, the Krejcie and Morgan's table (1970) suggested that the targeted sample size should be 313.

3.3 Measurement/ Instrument

This study intends to test the hypothesis that has been listed in Chapter two by using the questionnaire as an appropriate tool to obtain the data from the respondents. The survey is the most broadly utilized information gathering strategy for an extensive example due to its effortlessness and quickness (Saunders et al., 2009) with less exertion and time. It is successful in gathering information when the specialist realizes what factors are required and how to test variable of intrigue (Sekaran & Bougie, 2010).

The survey contained quantitative measures of OCBE, human resource management practices of training and development, performance appraisal, compensation and benefit, and demographic profile of employee was asked to provide information on gender, age, marital status, length of service, and department. The questionnaire is distributed in Thai and English languages which consist of six (6) section and total of 26 questions.

Table 3. 1*Questionnaire Section*

Questionnaire Section	Description
Section A	This section illustrates demographic profile such as gender, age, marital status, length of service, and department
Section B	This section illustrates an item on dependent variable which is OCBE and consist of ten (10) items
Section C	This section illustrates an item on an independent variable which is training and development and consist of six (6) items
Section D	This section illustrates an item on an independent variable which is performance appraisal and consist of five (5) items
Section E	This section illustrates the item on the independent variable which is compensation and benefit and consist of five (5) items

3.3.1 Dependent Variable

The following subsection explains the instrument and operational definition used to measure OCBE as the dependent variable.

3.3.1.1 Organizational Citizenship Behavior for Environment (OCBE)

OCBE is a voluntary and unrewarded environmental initiatives behavior that combined individual employee's effort of creativities in the office (eco-initiatives), contribute for the organization's obligations (eco-civic engagement), and mutual support among employees (eco-helping) (Boiral & Paillé, 2012). This study adopted

instrument by Boiral and Paillé (2012) to evaluate the OCBE from the respondent. This study adopted on a 5-point Likert-type scale ranging from one (1) as "strongly disagree" to five (5) as "strongly agree". The reliability of eco-initiatives, eco-civic appointment, and eco-helping are 0.98, 0.98, and 0.96 respectively. Items measured the dimensions of OCBE is shown in Table 3.2. This instrument have high reliability and has been tested by Paillé, Chen, Boiral, and Jin (2014) which 0.81 and Paillé, Boiral, and Chen (2013) at 0.94. Items measured the dimensions of OCBE is shown in Table 3.2



Table 3. 2*Operational definition and items for OCBE*

Dimension	Operational Definition	Items
Eco-initiatives	Discretionary behavior and suggestions to improve environmental practices or performance	<p>1. In my work, I weigh my actions before doing somewhat that could affect the environment.</p> <p>2. I voluntarily carry out environmental actions and creativities in my daily activities at work.</p> <p>3. I make suggestions to my colleagues about ways to more efficiently protect the environment, even when it is not my undeviating responsibility.</p> <p>4. I actively partake in environmental events prepared in and/or by my company.</p>
Eco-civic engagement	Voluntary participation in an organization's environmental program and activities Support	<p>5. I stay knowledgeable about my company's environmental creativities.</p> <p>6. I undertake environmental actions that subsidize positively to my organization's image.</p> <p>7. I volunteer for projects, endeavors or events that address environmental problems in my organization.</p>
Eco-helping	Voluntarily helping colleagues to integrate environmental concerns in the workplace better	<p>8. I extemporaneously give my time to help my colleagues take the environment into account in the whole thing they do at work.</p> <p>9. I encourage my colleagues to adopt more environmentally cognizant behavior.</p> <p>10. I inspire my colleagues to express their ideas and sentiments on environmental issues.</p>

Source: Boiral and Paillé (2012)

3.3.2 Independent Variables

The following subsection explains the instrument and operational definition used to measure human resource management practices as in the dependent variable.

3.3.2.1 Training and development

Training and development is the system that provide for employees' systematic competence acquisition and stimulating continuous learning and knowledge production (Demo, Neiva, Nunes, & Rozzett, 2012). This examination embraced instrument by Demo, Neiva, Nunes, and Rozzett (2012) to assess the preparation and improvement of the respondent. This study embraced on a 5-point Likert-type scale running from one (1) as “strongly disagree” to five (5) as “strongly agree”. The reliability of the construct is 0.88. This instrument has been tested by Bal, Bozkurt, and Ertemsir (2014) at a realibility 0.95. Items measured the dimensions of training and development is shown in Table 3.3

Table 3. 3*Operational definition and items for training and development*

Dimension	Operational Definition	Items
Training and development	Providing for employees' systematic competence acquisition and stimulating continuous learning and knowledge production	<ol style="list-style-type: none"> 1. I can use knowledge and behaviors learned in training at work. 2. The organization I work for helps me develop the skills I need for the successful accomplishment of my duties (e.g., training, conferences, etc.). 3. The organization I work for invests in my development and education promoting my personal and professional growth in a broad manner (e.g., full or partial sponsorship of undergraduate degrees, postgraduate programs, language courses, etc.). 4. In the organization where I work, training is evaluated by participants. 5. The organization I work for stimulates learning and application of knowledge. 6. In the organization where I work, training needs are identified periodically.

Source: Demo, Neiva, Nunes, and Rozzett (2012)

3.3.2.2 Performance appraisal

Execution evaluation can be characterized as the way toward deciding and conveying to a worker how well he or she is performing at work and in a perfect world building up an arrangement of change (Amin, Ismail, Rasid, & Selemani, 2014). Performance evaluation estimated by five (5) items adopted from Amin, Ismail, Rasid, and Selemani (2014) to suit the present investigation, the specialist made a few revisions (e.g. 'in my organization where I work, added') and this instrument had adopted on a

5-point Likert-type scale ranging from one (1) as “strongly disagree” to five (5) as “strongly agree”. The reliability of the construct is 0.88. This instrument is validities because it has been tested by Nwachukwu & Chladkova (2017) with 0.83. Items measured the dimensions of performance appraisal is shown in Table 3.4

Table 3. 4

Operational definition and items for Performance appraisal

Dimension	Operational Definition	Items
Performance appraisal	The process of determining and communicating to an employee how well he or she is performing on the job and ideally establishing a plan of improvement	<ol style="list-style-type: none"> 1. In the organization where I work, the appraisal system has a strong inspiration on my behavior and team behavior 2. Where I work in the organization, there is a written and operational performance appraisal system 3. Where I work in the organization, the assessment system is growth and development oriented 4. Where I work in the organization, the performance evaluation is considered an important task by my supervisor 5. Where I work in the organization, my performance is measured on the basis of objective and quantifiable work results.

Source: Amin, Ismail, Rasid, and Selemani (2014)

3.3.2.2 Compensation and benefit

Compensation and benefit are to reward employees’ performance and capability via salary and incentives. This study use instrument by Demo, Neiva, Nunes, and Rozzett (2012) to evaluate the compensation and benefit from the respondent. This instrument

had used the 5-point Likert-type scale ranging from one (1) as “strongly disagree” to five (5) as “strongly agree”. The reliability of the construct (compensation and benefit) is 0.81. This instrument is valid because it has been tested by Bal, Bozkurt, and Ertemsir (2014) with 0.90. Items measured the dimensions of performance appraisal is shown in Table 3.5

Table 3. 5

Operational definition and items for compensation and benefit

Dimension	Operational Definition	Items
Compensation and benefit	Rewarding employees' performance and competence via remuneration and incentives	<ol style="list-style-type: none"> 1. Where I work in the organization, I get incentives such as promotions, commissioned functions, awards, bonuses, etc. 2. Where I work in the organization, my salary is influenced by my results. 3. Where I work in the organization, they offer me a salary that is compatible with my skills, training, and education. 4. Where I work in the organization, the remunerates me according to the remuneration offered at either the public or private marketplace levels. 5. Where I work in the organization, they consider the expectations and suggestions of its employees when designing a system of employee rewards.

Source: Demo, Neiva, Nunes, and Rozzett (2012)

3.4 Translation of questionnaire (into the Thai language)

This study is investigating the relationship between HRM practices and OCBE among administrative staffs at Prince of Songkla University, Hatyai campus, Thailand. To get the accurate answer and ensure respondents understood the instrument in the questionnaire, researcher translated the questions from the English language to Thai language and proofed by Mister Adam Dale, Director of studies at I-Genius. There is no any meaning change when was back to back translate to English.

3.5 Pilot Test

A pilot test was conducted in order to examine the validity and reliability of the instrument. A total of 32 questionnaires were distributed via an online survey among administrative staff at Prince of Songkla University, Pattani campus, Thailand from 21st until 23rd March 2018. The online questionnaire was sent to administrative staffs at student affairs department and the college of Islamic studies. The respondents were given three days to answer the online questionnaires. The reliability test was conducted to determine the validity of the instrument. The result of the reliability is presented in Table 3.6

Table 3. 6*Reliability Result of Pilot Test*

Variables	Number of Items	Cronbach Alpha
Dependent Variable		
OCBE	10	0.88
Independent Variable		
Training and development	6	0.79
Performance appraisal	5	0.86
Compensation and benefit	5	0.84

N = 32

3.6 Data Collection

The survey was conducted in April 2018 at Prince of Songkla University, Hatyai campus, Thailand by sending 400 hard copy of questionnaires to the administrative staffs. On 21 March 2018, the researcher contacted with one of the administrative staff regarding permission procedure. Then, the researcher sent the permission letter to the Office of President, Faculty of Management Sciences, Faculty of Sciences, Faculty of Engineering, and Faculty of Natural Resources on the following day. On 4 April 2018, the researcher started to distribute 400 questionnaires to the Office of President, Faculty of Management Sciences, Faculty of Sciences, Faculty of Engineering, and Faculty of Natural Resources. During the process of distribution and collection questionnaire, researcher's friend and sibling assist in data collection on time within a week.

3.7 Analysis Techniques

The data obtained were analyzed using Statistical Package for Social Sciences (SPSS) version 23.0. In this study, explanatory the factor analysis, descriptive analysis, reliability test, Pearson correlation analysis and multi-regression analysis were used by the researcher. Explanatory factor analysis act as a tool to measure the validity structure of the factor of each variable to identify the most critical variable. Cronbach's Coefficient Alpha was used to measure the internal reliability of the scale. The of reliability and multiple regression analysis were used to examine the influence of independent variables on the dependent variable.

3.8 Summary of the chapter

This chapter emphasizes the methodology of research which entails the research design, population, and sample, measurement, validation of the instrument and pilot test, and analysis techniques. Also, this chapter helps this study by giving clear illustration regarding the manner and pattern in which the study is designed methodologically. In a nutshell, the chapter gives a better clue of the research methodology adopted and the pattern of analysis embraced.

CHAPTER FOUR

FINDINGS

4.0 Introduction

This chapter presents the findings of this study. Statistic Package for Social Science (SPSS) 23.0 software was used for analyzing the data. It comprises of reliability analysis, descriptive analysis, correlation coefficient analysis and multiple regression analysis and the frequency analysis was applied to analyze the demographic profiles of respondents such as gender, marital status, age, education, position, and campus.

4.1 Data Screening

The information was collected from Prince of Songkla University, Hatyai campus, Thailand among administrative staffs at the early of April 2018 and 400 questionnaires were distributed at Office of President, Faculty of Management Sciences, Faculty of Sciences, Faculty of Engineering, and Faculty of Natural Resources. One week was the duration to collect the data back. After that, the data screening is done as the first step before data analysis because this process is the priority step for ensuring the accuracy of data input. A total number of 256 questionnaires were returned, but 25 was rejected because of incomplete responses.

Table 4. 1*Percentage of Survey Responses*

	Total	Percentage %
Distributed	400	100%
Returned	256	64%
Usable	231	58%

4.2 Demographic Profile.

Table 4.2 represents the demographic information which includes gender, age, status position, campus, tenure, and education. This study collects information among administrative staffs at Prince of Songkla University, Hatyai campus, Thailand that all respondents are administrative staff from Hatyai campus, Thailand. Majority of the respondents are female 150 (64.9%) which only 81 (35.1%) are male respondents. The highest number was from the age range of 31-35, which 22.1%. (51)

In terms of marital status, the majority of respondents were married, at 130 (56.3%). While single and divorce statuses were 37.7% and 6.1% respectively. Base on the result, 59.3% of the administrative staffs have worked at Prince of Songkla University more than six years. While 69.3% of them had highest level of education in Bachelor degree.

Table 4. 2*Summary of the Respondents' Demography*

Demographic	Characteristics	Frequency	Percentages%
Gender	Male	81	35.1
	Female	150	64.9
Age	20-25	28	12.1
	26-30	26	11.3
	31-35	51	22.1
	36-40	33	14.3
	41-45	23	10.0
	46-50	27	11.7
	51-55	24	10.4
	56- 60	19	8.2
Status	Single	87	37.7
	Married	130	56.3
	Divorce	14	6.1
Tenure	Less than 1 year	27	11.7
	1-3 years	29	12.6
	4-6 years	38	16.5
	More than 6 years	137	59.3
Education	Diploma	19	8.2
	Degree	160	69.3
	Postgraduate	52	22.5

N = 231

4.3 Exploratory Factor Analysis (EFA)

Exploratory Factor Analysis (EFA) is used for finding the number of components that influence variable and analyze which variables have relationship with each other. This section explains the factor analysis result of the independent variables, training and development, performance appraisal, compensation and benefit and the dependent variable, organizational citizenship behavior for environment.

Explanatory factor analysis was achieved by using principal factor analysis and Varimax rotation with Kaiser-Mayer Olkin (KMO) and Barlett's test for Sphericity. The explanatory factor analysis with Varimax rotation recognized four variables in this study which are Organizational Citizenship Behavior for Environment (10 items), training and development (6 items), performance appraisal (5 items), compensation and benefit (5 items). The Explanatory Factor Analysis was directed to provide the evidence of validity and factor structure for each variable.

According to Talbot (2016), the factor loading should be greater than 0.4 to show the correlation coefficient between the variable while the factor and the Eigenvalues must greater than 0.1. Based on the explanatory factor analysis, no item was miss out and cross-loaded because all the items are greater than 0.4. The factor loadings of independent variables are indicated in Table 4.3, and the factor loadings for dependent variable are displayed in Table 4.4.

Table 4. 3*Factor Analysis Results for HRM Practices Variables*

Item	Item Factor Loading	Eigen Value	Variance (%)	Kaiser- Mayer Olkin (KMO)	Barlett' s test for Sphericity
<i>Training and development</i>		0.74	18.41	0.81	492.57
TD1	0.49				
TD2	0.71				
TD3	0.65				
TD4	0.76				
TD5	0.77				
TD6	0.73				
<i>Performance appraisal</i>		0.74	15.35	0.83	502.08
PA1	0.76				
PA2	0.76				
PA3	0.74				
PA4	0.79				
PA5	0.74				
<i>Compensation and benefit</i>		0.46	11.47	0.86	561.81
CB1	0.80				
CB2	0.74				
CB3	0.87				
CB4	0.74				
CB5	0.82				

Table 4. 4*Factor Analysis Results for OCBE Variables.*

Item	Item Factor Loading	Eigen Value	Variance (%)	Kaiser- Mayer Olkin (KMO)	Barlett's test for Sphericity
<i>Organizational Citizenship Behavior for Environment</i>		2.19	54.76	0.86	967.68
OCBE1	0.81				
OCBE 2	0.71				
OCBE 3	0.65				
OCBE 4	0.65				
OCBE 5	0.72				
OCBE 6	0.71				
OCBE 7	0.70				
OCBE 8	0.66				
OCBE 9	0.70				
OCBE 10	0.71				

4.4 Reliability Analysis

The reliability test was used to determine each variables measurement in the questionnaire. The core consistency reliability for the items of independent and dependent variables was gained through the reliability test. The reliability test showed the remaining items of the independent and dependent variable. Meanwhile, the Cronbach's Alpha value for OCBE being 0.87 and Training and development with 0.82, performance appraisal with 0.86, compensation and benefit with 0.87.

According to Rodger et al. (2016) constructed used were to have internal consistency reliability if the results passed the least acceptable level of 0.6. The Cronbach's Alpha results for each variable are presented in Table 4.5.

Table 4. 5

Reliability Coefficients Results

Variables	Cronbach Alpha	Number of items
OCBE	0.87	10
Training and development	0.82	6
Performance appraisal	0.86	5
Compensation and benefit	0.87	5

N = 231

4.5 Descriptive Statistic

Tables 4.6, show that Performance appraisal exhibited a mean value of 3.97 and the standard deviation of 0.68. This indicated that the average Performance appraisal response level are the highest among the administrative staffs at Prince of Songkla University, Hatyai campus, Thailand. Training and development showed a mean value of 3.85 and standard deviation of 0.59, representing that the average rate of Training and development response level are high among the administrative staffs Prince of Songkla University, Hatyai campus, Thailand. However, the rate of OCBE response level is slightly higher among the administrative staffs through a mean value of 3.71 and standard deviation of 0.55 while Compensation and benefit showed the mean value of 3.48 and standard deviation of 0.81

Table 4. 6*Descriptive Statistics*

Variables	Mean	Standard deviation
OCBE	3.71	0.55
Training and development	3.85	0.59
Performance appraisal	3.97	0.68
Compensation and benefit	3.48	0.81

N = 231

4.6 Pearson Correlation Analysis

In this research, the Pearson Correlation analysis will specify and recognize the strength and the relationship between the independent and dependent variable. The outcomes of the Pearson Correlation for this study indicated that OCBE and its variables are a significant and have positive correlation at $p \leq 0.01$. The three variables are training and development, performance appraisal, compensation and benefit. The result reveals that correlation between training and development and OCBE is 0.488, while the correlation for performance appraisal is 0.355 and compensation and benefit at 0.297 with OCBE, respectively.

Table 4. 7

Results of Correlation Analysis

No.	Variables	1	2	3	4
1	OCBE	1			
2	Training and development	.488**	1		
3	Performance appraisal	.355**	.494	1	
4	Compensation and benefit	.297**	.348	.384	1

** $p \leq 0.01$

4.7 Multiple Regression Analysis

Based on the multiple regression analysis that was carried out in terms of arranging for a further thoughtful on the influence on the three independent variables on the dependent variable. The value of β for each hypothesized relationship is observed and reported in this section. Only training and development was significant and positively associated with OCBE. The Beta value of training and development is $\beta = 0.362$; $p < 0.05$. Multiple regression analysis showed the adjusted r^2 is 0.266. Table 4.6 presents the results of multiple regression analysis of organizational citizenship behavior for environment (OCBE).

Table 4. 8

Results of Multiple Regression Analysis of HRM practices and OCBE

Model	Unstandardize d Coefficients		Standardize d Coefficients		
	B	Std. Error	beta	t	Sig.
Constant	1.668	.231		7.224	.000
Training and development	.362	.062	.389	5.830	.000
Performance appraisal	.095	.054	.118	1.737	.084
Compensation and benefit	.079	.043	.116	1.850	.066
$r^2=.266$	R= .516		$p \leq 0.05$		

In a nutshell, the findings of this study demonstrated that only training and development have a direct and positive influence on Organizational Citizenship Behavior for Environment. Meanwhile, performance appraisal and compensation and benefit were not significant. Therefore, hypothesis H_1 is accepted, while hypothesis H_2

and H₃ are rejected. Based on the results presented, the hypotheses were summarized as follows:

Table 4. 9

Hypotheses Results

Hypothesis	Description	Results
H ₁	There is a significant relationship between training and development and OCBE	Accept
H ₂	There is a significant relationship between performance appraisal and OCBE	Reject
H ₃	There is a significant relationship between compensation and benefit and OCBE	Reject

4.8 Summary of the Chapter

The findings in this study were analyzed using explanatory factor analysis, descriptive frequencies, correlation and multiple regressions. The results of the findings revealed that only training and development was found to have a direct and positive on impact the organizational citizenship behavior for environment (OCBE). While, the other two independent variables, performance appraisal and compensation and benefit does not show any relationship on environmental performance. The following chapter discussed the result, made the recommendation and conclusion with the research findings.

CHAPTER FIVE

DISCUSSIONS

5.0 Introduction

This chapter is a continuous process from the data analysis operated to discuss findings based on research objectives of the study. This chapter reveal limitations in the process of directing this study. Recommendations for future research are also discussed, and recommendations for stakeholder are included in order to overwhelm the problems, and last of all the conclusions of the study were also mentioned.

5.1 Recapitulation of the Study's Findings

The objective of this study is to investigate the influence of human resource management practices namely training and development (TD), performance appraisal (PA), and compensation and benefit (CB) on organizational citizenship behavior for environment (OCBE) among administrative staffs at Prince of Songkla University (PSU), Hatyai campus, Thailand. The total of 400 questionnaires was distributed to different faculties in Prince of Songkla University where 256 (64%) questionnaires were returned but only 231 (58%) were usable for data analyses. SPSS version 23.0 were used for initial data analysis by conducting data screening, frequency analysis for demographic profile, Exploratory Factor Analysis (EFA), reliability analysis, descriptive analysis, Pearson Correlation analysis, and multi-regression analysis.

The research objective as explained in Chapter one are as follows:

- i. To examine the influence of training and development on OCBE.
- ii. To determine the influence of performance appraisal on OCBE.
- iii. To examine the influence of compensation and benefit on OCBE.

5.2 Discussion of the findings

This section will discuss the finding according to objective indicated earlier.

5.2.1 Training and development and OCBE

The result of this study shows that training and development has positive significant relationship with OCBE among administrative staffs at PSU, Hatyai campus, Thailand (refer to Beta value, 0.362) because the current vision of Prince of Songkla University is “Green University” which it starts from the “waste separation campaign” to create employee awareness toward overflow garbage problem in university. Prince of Songkla University provides a training and development program to enhance their voluntary behavior for separating the garbage in their workplace. Furthermore, majority of administrative staff had Bachelor degree and have worked at PSU more than six years. Thus, it is easier to understand and perceive an organization investment in their knowledge and development and voluntary to support the university vision. In addition, most of the administrative staffs are willing to integrate the knowledge gained from training and development program in their work to enhance OCBE at Prince of Songkla University.

Besides, this finding is also consistent with Zibarras and Coan (2015) result which show that the significant relationship between organizational citizenship behavior for environment (OCBE) and training and development in UK because the vital area to enhance organizational citizenship behavior for environment (OCBE) is to provide an appropriate training and development in order to make employees more concerned about environment management and environmental effect. This is because they can learn how to react to environmental changes and increase awareness of an organization's exertions toward sustainability (Mandip, 2012; Zibarras & Coan, 2015). To increase the organizational citizenship behavior for environment (OCBE) can be done by training and development such as orientation programs and environmental management workshop (Firdaus Abdull Razab, Mohamed Udin, & Nadzri Osman, 2015)

The result is also in line with Arulrajah, Opatha, and Nawaratne (2015) which showed that organizational citizenship behavior for environment (OCBE) are influenced by training and development in India whereby making environmental mindfulness among the workforce by preparing in that capacity courses and workshops at every hierarchical level is also crucial to accomplishing great environmental behavior and providing environmental instruction can bring about change in the state of employees' awareness. Furthermore, training and development can enhance organizational citizenship behavior for environment (OCBE) and increase employees' value toward environment management (Opatha & Arulrajah, 2014).

5.2.2 Performance appraisal and OCBE

The regression analysis result of performance appraisal with OCBE showed that there is no significant relationship with Organization Citizenship Behavior for Environment (OCBE) at PSU, Hatyai campus, Thailand. It can be said that most of the performance appraisal criteria in university are set based on academic performance perspective and not environmental performance which makes it difficult to measure OCBE in organization. This study is inconsistency with findings of Arulrajah et al. (2015) because this study stated that without performance appraisal, organizations could not confirm the faithful of organizational citizenship behavior for environment (OCBE). However, Husin (2012) and Shen, Netto, and Tang (2010) supported this study that there is no significant relationship path of performance appraisal to OCBE because it has been widely known to integrated performance appraisal to enhance OCBE among employees (Shen et al., 2010). Meanwhile, Renwick, Redman, and Maguire (2008) also examined that it is very difficult to state the objective of environmental performance standard and evaluate OCBE in different units of the organization. This cause employees' motivation toward environmental concern and cannot contribute to OCBE because without clearly purpose environmental management, it cannot guide employee performance to the environmental performances need by the organization (Jabbour (Bangwal & Tiwari, 2015).

5.2.3 Compensation and benefit and OCBE

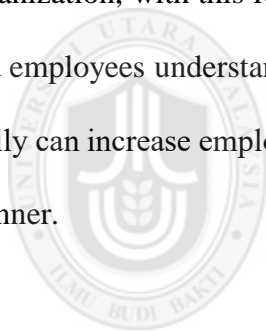
Form the result of this study, there is no relationship between compensation and benefit with OCBE at Prince of Songkla University, Hatyai campus, Thailand because

Organizational Citizenship Behavior for Environment is an unrewarded behavior. This is similar to Boiral et al. (2013) study that there is no significant positive relationship between compensation and benefit and OCBE. This result showed that compensation and benefit cannot influence OCBE among administrative staff at Prince of Songkla University, Hatyai campus, Thailand because OCBE is voluntary behavior that drives from employee willingness and not from any remuneration. However, this study is inconsistent with Shen et al. (2010) that compensation and benefit are entirely related to OCBE because it can motivate the employee to create environmental improvement in the organization (Renwick, Redman, & Maguire, 2013). Ahmad (2015) also asserts that incentives and rewards can influence the maximum of OCBE at work toward environmental management because rewards and compensation can be assumed as potential tools for supporting environmental activities in organizations and it encourages eco-friendly initiatives embarked upon by their employees.

5.3 Theoretical Implications

Prince of Songkla University, Hatyai campus, Thailand can integrate Expectancy theory of motivation by Victor Vroom to expect outcomes of employee's behavior toward environmental management. Victor Vroom stated that employee would take the high effort into behavior when they believe that they can achieve success in their task (high expectancy) and connect (high instrumentality) to the desired outcome (high valence) (Lim, Werner, & Desimone, 2013). According to Ramus and Killmer (2007), organizational citizenship behavior for environment can be forecasted and measured from a behavioral viewpoint under the Expectancy theory as a supervisor can use this theory to design the behavioral motivation program to enhance pro-environmental

behavior (OCBE) in an organization (Nelson & Quick, ORGB Organizational Behavior, 2013). Base on the result of this study, it showed that training and development has a significant positive relationship with OCBE. It can ensure the implemented training and development program to motivate employee behavior can improve OCBE among administrative staffs. Prince of Songkla University (PSU), Hatyai campus, Thailand should combine employee training and employee career plan, which can create the most effective result. Only when training meets the employees' demand, the university can achieve the real purpose of employee training and enhance OCBE among administrative staffs. At last, administrative staff should always give evaluation and feedback to a training program that provided by organization, with this feedback, supervisors know the defects of the training system and employees understand how their behavior should be improved. Training program really can increase employee's satisfaction and enhance OCBE if it is done in a proper manner.



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5.4 Practical Implications

This study supported the empirical studies that the variable of training and development has a significant positive relationship with organizational citizenship behavior for environment (OCBE) which have implication on stakeholders namely the administrative staff, management level and Ministry of Education. Administrative staff will be willing to increase their voluntary behavior when management level provides proper training and development program. As Prince of Songkla University, Hatyai campus, Thailand launches waste separation campaign and provides garbage separation training for all employees, administrative staff can adapt waste separation

knowledge to separate the rubbish at the workplace wisely such as bottles, cans, and papers.

In terms of practical implication, this study can be an indicator or direction for the university management especially human resource department in future. Supervisor and human resource department must consider the fact that if organization plan to increase environmental performance via OCBE, Supervisor and human resource department have to play the crucial role in order to focus on improving environmental education, awareness, and skills toward environmental management by offering a specialized and utilized training and development workshop to educate administrative staff at Prince of Songkla University, Hatyai campus, Thailand regarding environmental issue such as providing training to encourage recycling and waste management. Moreover, to motivate the continuously voluntary behavior, management needs to establish the voluntary behavior criteria in the performance appraisal system such as voluntary environmental criteria and provide an incentive for the employee who has more voluntary behavior at the workplace. For example, environmental leadership award in the workplace. Furthermore, Ministry of Education needs to launch a policy to enhance OCBE in the education sector and develop a green education program in Thailand. For instance, Ministry of Education has to enforce the same environmental policy in the education sector.

5.5 Limitations and Directions for Future Research

There are many limitations in this study. First, this research was carried out at among administrative staffs which it is not involve academicians who can be a critical target to enhance OCBE at Prince of Songkla University. This study was conducted only at Hatyai campus, Thailand but there are five (5) campuses of Prince of Songkla University namely Hatyai, Pattani, Surathani, Phuket, and Trang campus and the result does not represent the overall response of Prince of Songkla University. It is suggested that future research need to cover broader population and sample to get a better result regarding human resource management practices and organizational citizenship behavior for environment at Prince of Songkla University.

Second, this study covers only three (3) variables of human resource management practices which are training and development, performance appraisal, and compensation and benefit and the influence on OCBE and only training and development has a positive relationship with OCBE. Future research needs to add other variables of human resource management practices such as career development, employee induction, or employee empowerment to explore the greater result.

This research is conducted in educational service but future research need to investigate these relationships in other business sectors such as manufacturing sector or hospitality sector to understand the relationship between Human Resource Management practices and OCBE at employee-level at different sectors.

5.6 Conclusion

The objective of this study is to examine the relationship between human resource management practices of training and development, performance appraisal, and compensation and benefit and Organizational Citizenship Behavior for Environment (OCBE) among administrative staffs at Prince of Songkla University, Hatyai campus, Thailand. The results of this study had offered the sympathetic on predicting the role of training and development, performance appraisal compensation and benefit on Organizational Citizenship Behavior for Environment (OCBE). The study had accomplished the research objectives. The finding revealed that the perception of administrative staffs in training and development could influence Organizational Citizenship Behavior for Environment (OCBE) at Prince of Songkla University, Hatyai campus, Thailand. In consequence, organization which accessible more involvement of human resource practices to organizational citizenship behavior for environment (OCBE) need to highlight on training and development program for improvement of OCBE in the organization.

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APPENDIX A: QUESTIONNAIRE (ENGLISH VERSION)



Othman Yeop Abdullah
Graduate School of Business
Universiti Utara Malaysia,
016010 Sintok, Kedah, Malaysia,
Phone No. (+604) 928 7113

Dear Mr./ Mrs./ Ms.

ACADEMIC RESEARCH QUESTIONNAIR

I am a Master student of Human Resource Management at the above stated university, conducting research on “Organizational Citizenship Behavior for Environment and Human Resource Management Practices”. I will appreciate if you would support this researcher by providing objective answer to all the questions as there is no right or wrong answer. All inputs provide will be treated with utmost confidentiality and it will be solely used for academic purpose.

Thank you very much for your time and support.

Yours sincerely,

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The following questions are to find out the degree of your agreement or disagreement to statements. Select the answer that reflects your views. Answer all questions as honestly as possible. There are no correct or wrong answer.

SECTION A: Demographic Profile

Please tick (/) in the appropriate box.

Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Ahe	<input type="checkbox"/> 20-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> 36-40 <input type="checkbox"/> 41-45 <input type="checkbox"/> 45-50 <input type="checkbox"/> 51-55 <input type="checkbox"/> 56-60
Marital Status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced
Positions	<input type="checkbox"/> Academician <input type="checkbox"/> Administrative <input type="checkbox"/> Others.....
Campus	<input type="checkbox"/> Hatyai <input type="checkbox"/> Surathani <input type="checkbox"/> Pattani <input type="checkbox"/> Phuket <input type="checkbox"/> Trang
Tenure	<input type="checkbox"/> Less than 1 year <input type="checkbox"/> 1-3 years <input type="checkbox"/> 4-6 years <input type="checkbox"/> more than 6 year
Education Level	<input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/> Post Graduate

SECTION B: Organizational Citizenship Behavior for Environment

Listed below are statements asks your perspective about OCBE base on eco-initiative, eco-civic engagement, and eco-helping. Please indicate the degree of your agreement to each of the statement by circling the rating provided.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly disagree

1) In my work, I weigh the consequences of my actions before doing something that could affect the environment	1	2	3	4	5
2) I voluntarily carry out environmental actions and initiatives in my daily work activities	1	2	3	4	5
3) I make suggestions to my colleagues about ways to protect the environment more effectively, even when it is not my direct responsibility	1	2	3	4	5
4) I actively participate in environmental events organized in and/or by my company	1	2	3	4	5
5) I stay informed of my company's environmental initiatives	1	2	3	4	5
6) I Undertake environmental actions that contribute positively to the image of my company	1	2	3	4	5
7) I volunteer for projects, endeavours or events that address environmental issues in my organization	1	2	3	4	5
8) I spontaneously give my time to help my colleagues take the environment into account in everything they do at work	1	2	3	4	5
9) I encourage my colleagues to adopt more environmentally conscious behavior	1	2	3	4	5
10) I encourage my colleagues to express their ideas and opinions on environmental issues	1	2	3	4	5

SECTION C: Training and development

Listed below are statements asks about training and development base on your perspective for training and development program which offered by your organization. Please indicate the degree of your agreement to each of the statement by circling the rating provided.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly disagree

1) I can use knowledge and behaviors learned in training at work.	1	2	3	4	5
2) The organization I work for helps me develop the skills I need for the successful accomplishment of my duties (e.g., training, conferences, etc.).	1	2	3	4	5
3) The organization I work for invests in my development and education promoting my personal and professional growth in a broad manner (e.g., full or partial sponsorship of undergraduate degrees, postgraduate programs, language courses, etc.).	1	2	3	4	5
4) In the organization where I work, training is evaluated by participants	1	2	3	4	5
5) The organization I work for stimulates learning and application of knowledge.	1	2	3	4	5
6) In the organization where I work, training needs are identified periodically.	1	2	3	4	5

SECTION D: Performance Appraisal

Listed below are statements asks about performance appraisal base on your perspective for performance appraisal program which offered by your organization. Please indicate the degree of your agreement to each of the statement by circling the rating provided.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly disagree

1. In the organization where I work, the appraisal system has strong influence on my behavior and team behavior.	1	2	3	4	5
2. In the organization where I work, there is a written and operational performance appraisal system	1	2	3	4	5
3. In the organization where I work, the appraisal system is growth and development oriented.	1	2	3	4	5
4. In the organization where I work, the performance evaluation is considered an important task by my supervisor	1	2	3	4	5
5. In the organization where I work, my performance is measured on the basis of objective and quantifiable work results.	1	2	3	4	5

SECTION E: Compensation and benefit

Listed below are statements asks about compensation and benefit base on your perspective for compensation and benefit which offered by your organization. Please indicate the degree of your agreement to each of the statement by circling the rating provided.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly disagree

1. In the organization where I work, I get incentives such as promotions, commissioned functions, awards, bonuses, etc.	1	2	3	4	5
2. In the organization where I work, my salary is influenced by my results.	1	2	3	4	5
3. The organization I work for offers me a salary that is compatible with my skills, training, and education.	1	2	3	4	5
4. The organization I work for remunerates me according to the remuneration offered at either the public or private marketplace levels.	1	2	3	4	5
5. The organization I work for considers the expectations and suggestions of its employees when designing a system of employee rewards.	1	2	3	4	5

APPENDIX B :QUESTIONNAIRE (THAI VERSION)



Othman Yeop Abdullah
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เรียน ผู้ตอบแบบสอบถาม

แบบสอบถามงานวิจัยเรื่อง: กระบวนการจัดการทรัพยากรมนุษย์และพฤติกรรมการเป็นสมาชิก
ที่ดีต่อองค์กรในด้านสิ่งแวดล้อม

(Human Resource Management Practices and Organizational Citizenship Behavior
for Environment)

ข้าพเจ้านักศึกษาปริญญาโทสาขาการจัดการทรัพยากรมนุษย์ ณ มหาวิทยาลัยอูตาร่า
มาเลเซีย (Universiti Utara Malaysia) ได้ดำเนินงานวิจัยในหัวข้อเรื่อง กระบวนการจัดการ
ทรัพยากรมนุษย์และพฤติกรรมการเป็นสมาชิกที่ดีต่อองค์กรในด้านสิ่งแวดล้อม (Human
Resource Management Practices and Organizational Citizenship Behavior for
Environment) ทั้งนี้ข้าพเจ้ามีความยินดีเป็นอย่างยิ่ง หากท่านทำการสนับสนุนผู้วิจัย โดยการ
ให้คำตอบที่เป็นรูปธรรมและมีประโยชน์ในทุกข้อคำถาม โดยคำตอบของท่านจะถูกเก็บเป็น
ความลับและใช้เพื่อการศึกษาเท่านั้น

ขอขอบพระคุณทุกท่านเป็นอย่างยิ่งที่กรุณาใช้เวลาให้ความร่วมมือในการตอบ
แบบสอบถามมา ณ โอกาสนี้

ด้วยความเคารพเป็นอย่างสูง

Yours sincerely,

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คำถามต่อไปนี้ใช้เพื่อศึกษาหาระดับความเห็นด้วยหรือไม่เห็นด้วยกับข้อความ โดยเลือกคำตอบที่สะท้อนมุมมองของท่านมากที่สุด กรุณาตอบคำถามทั้งหมด อย่างตรงไปตรงมา โดยไม่มีคำตอบที่ถูกหรือผิด

ส่วนที่ 1: ข้อมูลทั่วไป (Demographic Profile)

กรุณาใส่เครื่องหมาย (/) ในช่องที่เหมาะสม

เพศ	<input type="checkbox"/> ชาย <input type="checkbox"/> หญิง
อายุ	<input type="checkbox"/> 20-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31-35 <input type="checkbox"/> 36-40 <input type="checkbox"/> 41-45 <input type="checkbox"/> 45-50 <input type="checkbox"/> 51-55 <input type="checkbox"/> 56-60
สถานภาพการสมรส	<input type="checkbox"/> โสด <input type="checkbox"/> แต่งงาน <input type="checkbox"/> หย่าร้าง
ตำแหน่ง	<input type="checkbox"/> ฝ่ายวิชาการ <input type="checkbox"/> ฝ่ายสนับสนุน <input type="checkbox"/> อื่นๆ.....
วิทยาเขต	<input type="checkbox"/> วิทยาเขตหาดใหญ่ <input type="checkbox"/> วิทยาเขตสุราษฎร์ธานี <input type="checkbox"/> วิทยาเขตปัตตานี <input type="checkbox"/> วิทยาเขตตรัง <input type="checkbox"/> วิทยาเขตตรัง <input type="checkbox"/> วิทยาเขตภูเก็ต
ระยะเวลาการทำงาน	<input type="checkbox"/> น้อยกว่า 1 ปี <input type="checkbox"/> 1-3 ปี <input type="checkbox"/> 4-6 ปี <input type="checkbox"/> มากกว่า 6 ปี
ระดับการศึกษา	<input type="checkbox"/> อนุปริญญา <input type="checkbox"/> ปริญญาตรี <input type="checkbox"/> ปริญญาโท

ส่วนที่ 2: พฤติกรรมการเป็นสมาชิกที่ดีต่อองค์กรในด้านสิ่งแวดล้อม (Organizational Citizenship Behavior for Environment)

ข้อความข้างล่างต่อไปนี้ใช้ศึกษาทัศนคติหรือมุมมองของท่านต่อพฤติกรรมการเป็นสมาชิกที่ดีต่อองค์กรในด้านสิ่งแวดล้อม ซึ่งเกี่ยวกับ การริเริ่มในเชิงนิเวศน์ (eco-initiative), การมีส่วนร่วมในเชิงนิเวศน์ (eco-civic engagement) และ การให้ความช่วยเหลือด้านสิ่งแวดล้อม (eco-helping) โปรดระบุระดับความเห็นด้วยหรือไม่เห็นด้วยในแต่ละข้อความ

1	2	3	4	5
ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง

1) ในการทำงานของฉัน, ฉันชั่งน้ำหนักการกระทำของฉันก่อนที่จะทำบางสิ่งบางอย่างที่อาจส่งผลกระทบต่อสิ่งแวดล้อม	1	2	3	4	5
2) ฉันยินดีที่จะดำเนินการด้านสิ่งแวดล้อมในกิจกรรมการทำงานประจำวันของฉัน	1	2	3	4	5
3) ฉันให้คำแนะนำแก่เพื่อนร่วมงานของฉันเกี่ยวกับแนวทางในการปกป้องสิ่งแวดล้อมอย่างมีประสิทธิภาพ แม้ว่าฉันจะไม่ใช้ความรับผิดชอบโดยตรงของฉันก็ตาม	1	2	3	4	5
4) ฉันมีส่วนร่วมในกิจกรรมด้านสิ่งแวดล้อมที่จัดขึ้นโดยบริษัทของฉัน	1	2	3	4	5
5) ฉันทราบข้อมูลเกี่ยวกับโครงการด้านสิ่งแวดล้อมของบริษัทของฉัน	1	2	3	4	5
6) ฉันดำเนินการด้านสิ่งแวดล้อมที่มีประโยชน์ต่อภาพลักษณ์ของบริษัทของฉัน	1	2	3	4	5
7) ฉันเป็นอาสาสมัครในโครงการหรือความพยายามหรือเหตุการณ์ที่เกี่ยวข้องกับปัญหาสิ่งแวดล้อมในองค์กรของฉัน	1	2	3	4	5
8) ฉันมักจะใช้เวลาของฉันในการช่วยเพื่อนร่วมงานดูแลสิ่งแวดล้อมในทุกๆกิจกรรมการทำงานของพวกเขา	1	2	3	4	5
9) ฉันสนับสนุนเพื่อนร่วมงานของฉันให้มีพฤติกรรมที่ใส่ใจสิ่งแวดล้อมมากยิ่งขึ้น	1	2	3	4	5
10) ฉันสนับสนุนเพื่อนร่วมงานของฉันให้แสดงไอเดียและข้อคิดเห็นต่อปัญหาสิ่งแวดล้อม	1	2	3	4	5

ส่วนที่ 3: การฝึกอบรมและการพัฒนา (Training and development)

ข้อความข้างล่างต่อไปนี้ใช้ศึกษาทัศนคติหรือมุมมองของท่านต่อระบบการฝึกอบรมและการพัฒนา (Training and development) ภายในองค์กรของท่าน กรุณาตอบแบบสอบถาม โดยเลือกตัวเลข ที่ตรงกับคำตอบ และความคิดเห็นของท่าน มากที่สุด

1	2	3	4	5
ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง

1) ฉันสามารถใช้ความรู้และพฤติกรรมที่ได้จากการเรียนรู้จากการฝึกอบรมในที่ทำงาน	1	2	3	4	5
2) องค์กรที่ฉันทำงาน ช่วยพัฒนาทักษะที่จำเป็นสำหรับการประสบความสำเร็จในหน้าที่การงานของฉัน (เช่น การฝึกอบรม, การประชุม, และอื่นๆอีกมากมาย)	1	2	3	4	5
3) องค์กรที่ฉันทำงาน ได้ลงทุนในการพัฒนาและการศึกษาที่ส่งเสริมความก้าวหน้าส่วนบุคคลและความก้าวหน้าในหน้าที่การงาน (เช่น การให้การสนับสนุนศึกษาต่อระดับปริญญาตรี, ระดับปริญญาโทหรือเอก, คอร์สเรียนภาษา, อื่นๆ)	1	2	3	4	5
4) องค์กรที่ฉันทำงาน การฝึกอบรมถูกประเมินผลจากการเข้าร่วม	1	2	3	4	5
5) องค์กรที่ฉันทำงาน, มีการกระตุ้นการเรียนรู้และการประยุกต์ใช้ความรู้	1	2	3	4	5
6) ในองค์กรที่ฉันทำงาน, ความต้องการในการฝึกอบรมถูกระบุเป็นระยะๆ	1	2	3	4	5

ส่วนที่ 4: การประเมินผลการปฏิบัติงาน (Performance Appraisal)

ข้อความข้างล่างต่อไปนี้ใช้ศึกษาทัศนคติหรือมุมมองของท่านต่อระบบการประเมินผลการปฏิบัติงาน (Performance appraisal) ภายในองค์กรของท่าน กรุณาตอบแบบสอบถาม โดยเลือกตัวเลข ที่ตรงกับคำตอบ และความคิดเห็นของท่าน มากที่สุด

1	2	3	4	5
ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง

1. ในองค์กรที่ฉันทำงาน, ระบบการประเมินมีอิทธิพลอย่างมากต่อพฤติกรรมของฉันและพฤติกรรมของทีม	1	2	3	4	5
2. ในองค์กรที่ฉันทำงาน มีการเขียนระบบการประเมินผลการทำงานเป็นลายลักษณ์อักษร	1	2	3	4	5
3. ในองค์กรที่ฉันทำงาน ระบบการประเมินคือมุ่งเน้นการเติบโตและการพัฒนา	1	2	3	4	5
4. ในองค์กรที่ฉันทำงานการประเมินผลงานถือเป็นงานที่สำคัญโดยผู้บังคับบัญชาของฉัน	1	2	3	4	5
5. ในองค์กรที่ฉันทำงาน การทำงานของฉันถูกวัดบนพื้นฐานของวัตถุประสงค์และปริมาณผลลัพธ์ของงาน	1	2	3	4	5

ส่วนที่ 5: ค่าตอบแทนและสวัสดิการ (Compensation and benefit)

ข้อความข้างล่างต่อไปนี้ใช้ศึกษาทัศนคติหรือมุมมองของท่านต่อค่าตอบแทนและสวัสดิการ (Compensation and benefit) ภายในองค์กรของท่าน กรุณาตอบแบบสอบถาม โดยเลือกตัวเลข ที่ตรงกับคำตอบ และความคิดเห็นของท่าน มากที่สุด

1	2	3	4	5
ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง

1. ในองค์กรที่ฉันทำงาน, ฉันได้รับรางวัลใจ (incentives) เช่น การเลื่อนตำแหน่ง (promotions), ค่าคอมมิชชั่น (commission), รางวัล (awards), เงินพิเศษ (bonuses) ฯลฯ	1	2	3	4	5
2. ในองค์กรที่ฉันทำงาน, เงินเดือนของฉันถูกกำหนดจากผลงานของฉัน	1	2	3	4	5
3. ในองค์กรที่ฉันทำงาน, เสนอเงินเดือนที่เหมาะสมกับทักษะ (skills), การฝึกอบรม (training) และ การศึกษา (education) ของฉัน	1	2	3	4	5
4. ในองค์กรที่ฉันทำงาน, จ่ายค่าตอบแทนให้ฉันตามระดับค่าตอบแทนในตลาดทั้งภาครัฐและเอกชน	1	2	3	4	5
5. ในองค์กรที่ฉันทำงาน, พิจารณาความคาดหวังและข้อเสนอแนะของพนักงานในการออกแบบระบบผลตอบแทนของพนักงาน	1	2	3	4	5

APPENDIX C: Descriptive Statistics of Variables

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OCBE	231	3.40	1.40	4.80	3.7139	.55150	.304	-.929	.160	2.114	.319
TD	231	3.33	1.67	5.00	3.8499	.59250	.351	-.400	.160	.561	.319
PA	231	4.00	1.00	5.00	3.9749	.68618	.471	-.885	.160	1.985	.319
CB	231	4.00	1.00	5.00	3.4823	.80800	.653	-.424	.160	-.069	.319
Valid N (listwise)	231										

APPENDIX D: Pearson Correlation Result

Correlations					
		OCBE	TD	PA	CB
OC BE	Pearson Correlation	1	.488**	.355**	.297**
	Sig. (2-tailed)		.000	.000	.000
	N	231	231	231	231
TD	Pearson Correlation	.488**	1	.494**	.348**
	Sig. (2-tailed)	.000		.000	.000
	N	231	231	231	231
PA	Pearson Correlation	.355**	.494**	1	.384**
	Sig. (2-tailed)	.000	.000		.000
	N	231	231	231	231
CB	Pearson Correlation	.297**	.348**	.384**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	231	231	231	231
**. Correlation is significant at the 0.01 level (2-tailed).					

APPENDIX E: Multiple Regression Result

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.668	.231		7.224	.000
TD	.362	.062	.389	5.830	.000
PA	.095	.054	.118	1.737	.084
CB	.079	.043	.116	1.850	.066

a. Dependent Variable: OCBE



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APPENDIX F: KIEJCIE AND MORGAN (1970) SAMPLING TABLE

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				